



Llywodraeth Cymru
Welsh Government

Case study

Bassaleg School

Bassaleg School is an English-medium secondary school on the outskirts of Newport, for pupils aged 11–18, with over 1,800 learners currently on roll.

Before implementation of the National Literacy and Numeracy Framework (LNF) began, the school held strategic meetings with subject leaders to discuss the new framework, including the responsibilities and expectations involved. The senior management team (SMT) demonstrated with the subject leaders how they were expected to work going forward, and required to alter and adjust their schemes of work in order to better reflect and develop literacy and numeracy in lessons. Staff are now constantly refining their planning to ensure that literacy and numeracy is being developed appropriately.

Whilst implementing the LNF across the school, designated Literacy and Numeracy Coordinators worked with each department and subject leader in order to ensure that literacy and numeracy was embedded in the curriculum and delivered at an appropriate level. A challenge for the coordinators was that teachers would indicate that they were using literacy and numeracy, however the SMT were interested in seeing where that was genuinely developed at the right level and prioritised. SMT have noticed that staff have grown in confidence through embedding the framework within their subject, and feel able to come together with the Literacy and Numeracy Coordinators in order to share best practice and develop new resources and teaching aids.

Abi Chase, Literacy Coordinator at Bassaleg School said:

‘The biggest focus for me was to ensure accuracy and consistency across all subjects, making sure the framework was being approached in the same way by all staff. As a result, reading skills are now an explicit learning objective, keeping assessment and dialogue with learners consistent across all subjects and making it clear what the expectations and aims are.’

The school’s approach to writing has now been standardised, through providing training for all staff involved. This new approach means that writing across the curriculum is now consistent, for example learners are aware that a letter written in a history lesson should be the same format as a letter written during an English lesson.

Having implemented the LNF throughout the school, parents were then involved in order to extend the standardisation into the home. The school provided sessions with parents so that they were aware of the framework and the skills being developed within the classroom. By encouraging a consistent approach with staff and parents, not only is the learner aware of the skills needed within the classroom, but also when undertaking homework and reading tasks at home.

The school also encouraged a consistency within numeracy in order to ensure that subjects which used mathematical skills now do so in line with the mathematics department. Importantly, coordinators work closely with feeder primary schools so that the mathematics department

teaches mathematical skills in line with how it is being taught at primary level. Working closely in partnership with the feeder primary school aids the consistency of teaching and ease of transition for the students going up to secondary school.

Looking ahead Matthew Maughan, Deputy Headteacher and lead on the LNF said:

'The next steps for the school are to develop the tracking and monitoring of

teaching and learning using the framework. The coordinators have been working together with staff to use an online tracker for each student, in order to see what level a student is at within the framework for each lesson. Subject teachers will be better equipped to report on development, making it easier to identify the next steps for improvement.'